



Lancaster County School District

300 South Catawba Street

Lancaster, South Carolina

| | | |
|-----------------------|----------------------|--------------|
| Grades | PK-12 District | |
| Enrollment | 11,638 Students | |
| Superintendent | Dr. Richard E. Moore | 803-286-6972 |
| Board Chair | Mr. Robert Parker | 803-286-6972 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2013 | Excellent | Excellent |
| 2012 | Excellent | Excellent |
| 2011 | Average | Below Average |
| 2010 | Average | Good |
| 2009 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

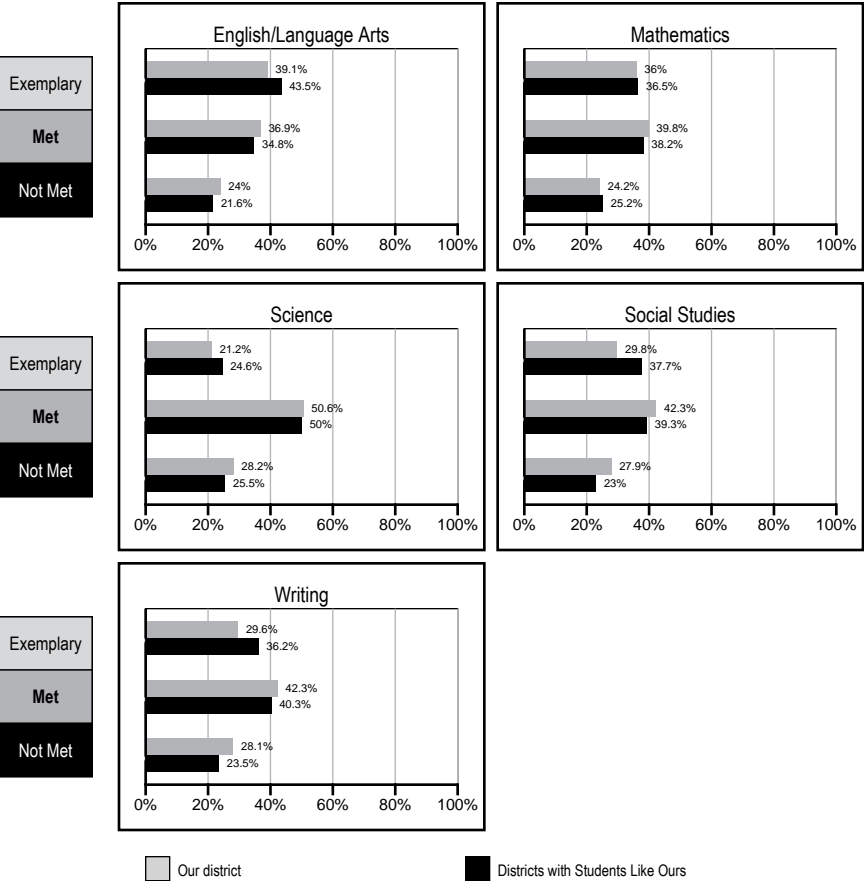
96.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 11 | 5 | 0 | 0 | 1 |

* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| | Our District | | | Districts with Students Like Ours | | |
|----------------------|--------------|-------|-------|-----------------------------------|-------|-------|
| Percent | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Passed both subtests | 78.1% | 78.4% | 80.8% | 80.4% | 81.9% | 85.0% |
| Passed one subtest | 11.5% | 10.8% | 11.0% | 11.3% | 11.4% | 9.7% |
| Passed no subtests | 10.4% | 10.8% | 8.1% | 8.3% | 7.0% | 5.3% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our District | Districts with Students Like Ours |
|---|--------------|-----------------------------------|
| Algebra 1/Math for the Technologies 2 | 72.3% | 82.3% |
| English 1 | 75.5% | 79.2% |
| Biology 1/Applied Biology 2 | 69.6% | 80.5% |
| US History and the Constitution | 49.6% | 61.2% |
| All Subjects | 67.9% | 76.1% |

Four-Year Cohort Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|--|--------------|-------|-----------------------------------|-------|
| | 2012 | 2013 | 2012 | 2013 |
| Number of Students in Four-Year Cohort | 873 | 879 | 950 | 957 |
| Number of Graduates in Cohort | 696 | 715 | 677 | 701 |
| Rate | 79.7% | 81.3% | 76.2% | 77.3% |

Five-Year Graduation Rate

| | Our District | | Districts with Students Like Ours | |
|-------------------------------|--------------|-------|-----------------------------------|-------|
| | 2012 | 2013 | 2012 | 2013 |
| Number of Students in Cohort | 888 | 868 | 920 | 923 |
| Number of Graduates in Cohort | 696 | 715 | 673 | 684 |
| Rate | 78.4% | 82.4% | 76.8% | 78.9% |

Abbreviations for Missing Data

N/A–Not Applicable

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

District Profile

| | Our District | Change from Last Year | Districts with Students Like Ours | Median District |
|--|--------------|-----------------------|-----------------------------------|-----------------|
| Students (n=11,638) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 99.1% | 99.2% |
| Retention rate | 1.1% | Down from 1.4% | 1.5% | 1.9% |
| Attendance rate | 95.4% | Down from 95.7% | 95.9% | 95.8% |
| Served by gifted and talented program | 11.0% | N/A | 17.5% | 12.0% |
| With disabilities | 13.4% | N/A | 11.6% | 12.7% |
| Older than usual for grade | 3.6% | N/A | 4.0% | 4.8% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.2% | Up from 0.4% | 0.8% | 0.7% |
| Enrolled in AP/IB programs | 28.4% | Up from 22.1% | 21.0% | 14.0% |
| Successful on AP/IB exams | 36.4% | Up from 30.9% | 47.7% | 50.5% |
| Eligible for LIFE Scholarship | 48.3% | Up from 38.4% | 33.6% | 31.8% |
| Enrolled in adult education GED or diploma programs | 120 | Down from 231 | 67 | 50 |
| Completions in adult education GED or diploma programs | 120 | Down from 173 | 50 | 37 |
| Annual dropout rate | 3.0% | Down from 4.2% | 2.9% | 2.3% |
| Teachers (n=747) | | | | |
| Teachers with advanced degrees | 59.8% | Down from 60.6% | 60.6% | 61.4% |
| Continuing contract teachers | 78.4% | Down from 81.5% | 79.8% | 80.0% |
| Teachers returning from previous year | 91.5% | Up from 90.6% | 91.4% | 90.4% |
| Teacher attendance rate | 94.8% | Down from 95.2% | 94.8% | 94.8% |
| Average teacher salary* | \$47,857 | Up 2.8% | \$49,146 | \$47,587 |
| Vacancies for more than nine weeks | 0.7% | No Change | 0.1% | 0.2% |
| Professional development days/teacher | 12.8 days | Down from 16.6 days | 10.6 days | 10.3 days |
| District | | | | |
| Superintendent's years at district | 7.0 | Up from 6.0 | 6.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.4 to 1 | Up from 23.2 to 1 | 22.5 to 1 | 22.2 to 1 |
| Prime instructional time | 88.5% | Down from 89.4% | 89.9% | 89.4% |
| Dollars spent per pupil** | \$8,188 | Up 1.2% | \$8,568 | \$9,101 |
| Percent of expenditures for teacher salaries** | 56.0% | Up from 55.7% | 56.0% | 52.0% |
| Percent of expenditures for instruction** | 58.0% | Up from 57.8% | 59.0% | 56.0% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| Number of schools | 19 | No Change | 19 | 11 |
| Number of magnet schools | 0 | No Change | 0 | 0 |
| Portable classrooms | 2.1% | Up from 1.9% | 0.8% | 0.9% |
| Average age in years of school facilities | N/A | N/A | N/A | N/A |
| Number of schools with SACS accreditation | 19.0 | No Change | 14.0 | 10.0 |
| Parents attending conferences | 97.3% | Down from 100.0% | 99.4% | 100.0% |
| Average administrator salary | \$78,573 | Up 2.7% | \$80,020 | \$79,389 |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2013 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2013 | |
|----------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|
| | n | % | t | % | n | % |
| All Students | 781 | 91.8% | 3915 | 67.9% | 879 | 81.3% |
| Gender | | | | | | |
| Male | 436 | 89.9% | 2129 | 67.2% | 490 | 77.6% |
| Female | 345 | 94.2% | 1786 | 68.8% | 389 | 86.1% |
| Racial/Ethnic Group | | | | | | |
| White | 512 | 94.3% | 2479 | 75.0% | 561 | 83.6% |
| African American | 219 | 87.7% | 1195 | 52.1% | 260 | 76.9% |
| Asian/Pacific Islander | N/A | N/A | 32 | 81.3% | N/A | N/A |
| Hispanic | 42 | 81.0% | 191 | 72.3% | 48 | 75.0% |
| American Indian/Alaskan | N/A | N/A | 18 | 72.2% | N/A | N/A |
| Disability Status | | | | | | |
| Disabled | 108 | 63.9% | 433 | 37.4% | 124 | 54.8% |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | |
| Limited English Proficient | 27 | 70.4% | 136 | 66.2% | 26 | 53.8% |
| Socio-Economic Status | | | | | | |
| Subsidized meals | 369 | 87.0% | 2011 | 58.6% | 450 | 74.2% |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

| | | |
|---------|--------------|-----------------------------------|
| | Our District | Districts with Students Like Ours |
| Percent | 91.8% | 92.5% |

College Admissions Tests

| SAT | Critical Reading | | Math | | Writing | | Total | | | |
|----------|------------------|------|------|------|---------|------|---------|------|-------|------|
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | | |
| District | 436 | 442 | 447 | 455 | 421 | 426 | 1304 | 1324 | | |
| State | 477 | 479 | 487 | 484 | 458 | 460 | 1422 | 1423 | | |
| Nation | 491 | 491 | 505 | 503 | 481 | 480 | 1477 | 1474 | | |
| ACT | English | | Math | | Reading | | Science | | Total | |
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| District | 16.7 | 16.8 | 19.0 | 19.3 | 17.9 | 18.4 | 17.8 | 18.4 | 18.0 | 18.3 |
| State | 19.1 | 19.3 | 20.1 | 20.1 | 20.1 | 20.5 | 19.9 | 20.1 | 19.9 | 20.1 |
| Nation | 20.5 | 20.2 | 21.1 | 20.9 | 21.3 | 21.1 | 20.9 | 20.7 | 21.1 | 20.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

| | |
|--|---|
| Board Membership | 7 trustees elected to single-member seats |
| Fiscal Authority | District Board/Referendum |
| Average Number of Hours of Training Annually | 23.0 per board member |
| Percent New Trustees Completing Orientation | 100.0% |

District Superintendent's Report

The hard work of our teachers, students and staff continues to drive improvement of student achievement and district operations.

Collaboration among teachers is a district-wide focus as research tells us these professional conversations are important for shaping effective, consistent instruction.

We're also focused on making sure teachers have standards-based curriculum documents and making sure our curriculum supports national and state academic standards to offer students the skills and knowledge they need for success.

We work to address a variety of learning styles through our researched-based instructional strategies. As literacy is a district-wide focus for students, Literacy By Design is used to emphasize reading and writing across the curriculum. In addition, we stress the importance of using math manipulatives to support math instruction. We continue to provide extra help for students who need additional time to master standards, use Classworks labs in elementary and middle schools, and provide services for students whose primary language isn't English. Student progress is assessed through standardized testing. One such assessment is the MAP assessment, the results of which our teachers, students and parents use to determine the skills students have mastered and skills they need to improve.

Technology plays an important role in supporting instruction, and our Blackboard Connect calling system continues to help us keep parents informed about everything from report card dates to extracurricular activities to school closings.

Working together, our parents, students, educators and community are making a positive difference in the lives and educational achievements of our students.

Superintendent Richard "Gene" Moore, Ed.D.

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

| | |
|-----------------------------------|------|
| Overall Weighted Points Total | 84.0 |
| Overall Grade Conversion | B |
| Points Total - Elementary Grades | 83.7 |
| Points Total - Middle Grades | 89.9 |
| Points Total - High School Grades | 65.7 |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator (Title I Schools)

Four schools were identified as Title I Reward School.

| School | Status |
|---------------------------|--------------------|
| Buford Elementary | Reward-Performance |
| Clinton Elementary | Focus |
| Erwin Elementary | Reward-Performance |
| Mcdonald Green Elementary | Reward-Performance |

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested | Graduation Rate |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|-----------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|-----------------|

Grades 3-5

| | | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-----|
| All Students | 661.5 | 654.9 | 622.4 | 639.2 | 99.9 | 100.0 | N/A |
| Male | 656.0 | 651.7 | 620.7 | 640.0 | 99.9 | 99.9 | N/A |
| Female | 666.9 | 658.2 | 624.1 | 638.4 | 100.0 | 100.0 | N/A |
| White | 672.2 | 665.8 | 634.2 | 647.8 | 99.9 | 99.9 | N/A |
| African American | 641.3 | 633.3 | 599.7 | 620.3 | 100.0 | 100.0 | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | 100.0 | 100.0 | N/A |
| Hispanic | 647.0 | 644.7 | 608.1 | 633.5 | 100.0 | 100.0 | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 613.2 | 605.0 | 585.0 | 604.2 | 99.7 | 100.0 | N/A |
| Limited English Proficient | 647.2 | 647.7 | 612.9 | 637.0 | 100.0 | 100.0 | N/A |
| Subsidized meals | 646.9 | 640.6 | 608.9 | 625.8 | 100.0 | 100.0 | N/A |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 | N/A |

Grades 6-8

| | | | | | | | |
|-----------------------------------|-------|-------|-------|-------|------|-------|-----|
| All Students | 647.1 | 649.6 | 626.8 | 630.5 | 99.7 | 99.8 | N/A |
| Male | 641.3 | 646.8 | 626.4 | 634.7 | 99.6 | 99.7 | N/A |
| Female | 652.9 | 652.4 | 627.2 | 626.4 | 99.9 | 99.9 | N/A |
| White | 657.5 | 658.4 | 634.8 | 635.9 | 99.7 | 99.8 | N/A |
| African American | 626.4 | 630.2 | 609.4 | 615.4 | 99.9 | 99.9 | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 636.1 | 647.2 | 624.7 | 637.7 | 99.4 | 100.0 | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 597.4 | 604.3 | 581.7 | 593.8 | 99.4 | 99.7 | N/A |
| Limited English Proficient | 633.5 | 646.4 | 622.6 | 636.6 | 99.0 | 100.0 | N/A |
| Subsidized meals | 631.0 | 634.3 | 611.8 | 615.6 | 99.7 | 99.8 | N/A |
| Annual Measurable Objective (AMO) | 628.0 | 628.0 | 628.0 | 628.0 | 95.0 | 95.0 | N/A |

Grades 9-12

| | | | | | | | |
|-----------------------------------|-------|-------|------|------|------|------|------|
| All Students | 232.6 | 230.0 | 77.2 | 67.9 | 98.8 | 98.6 | 79.7 |
| Male | 229.1 | 229.9 | 76.8 | 68.9 | 98.1 | 97.9 | 73.4 |
| Female | 236.1 | 230.0 | 77.8 | 66.8 | 99.5 | 99.3 | 85.9 |
| White | 236.5 | 236.7 | 80.4 | 69.6 | 99.5 | 99.1 | 83.7 |
| African American | 224.7 | 215.1 | 71.0 | 64.2 | 97.5 | 97.5 | 72.9 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 226.1 | 223.2 | 74.2 | 69.4 | 97.6 | 97.6 | 71.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 208.2 | 206.6 | 63.6 | 62.7 | 94.2 | 93.3 | 55.2 |
| Limited English Proficient | 216.8 | 219.5 | 70.0 | N/A | N/A | N/A | 73.1 |
| Subsidized meals | 224.7 | 219.8 | 72.7 | 65.5 | 98.5 | 98.5 | 70.5 |
| Annual Measurable Objective (AMO) | 226.0 | 223.0 | 77.0 | 73.0 | 95.0 | 95.0 | 74.1 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 863 | 100 | 21.3 | 23.4 | 55.3 | 78.7 |
| | 4 | 866 | 99.9 | 20.9 | 37.3 | 41.8 | 79.1 |
| | 5 | 898 | 100 | 25.3 | 44.3 | 30.3 | 74.7 |
| | 6 | 918 | 99.9 | 30.6 | 31.2 | 38.2 | 69.4 |
| | 7 | 894 | 99.8 | 30.5 | 34.8 | 34.7 | 69.5 |
| | 8 | 891 | 99.6 | 36.6 | 32.8 | 30.6 | 63.4 |
| 2013 | 3 | 887 | 99.9 | 18.3 | 27.5 | 54.2 | 81.7 |
| | 4 | 875 | 100 | 20.9 | 39.5 | 39.5 | 79.1 |
| | 5 | 858 | 99.9 | 20.2 | 46.3 | 33.5 | 79.8 |
| | 6 | 898 | 100 | 25.6 | 35.4 | 39 | 74.4 |
| | 7 | 907 | 99.6 | 23.9 | 41.5 | 34.6 | 76.1 |
| | 8 | 904 | 99.6 | 35.1 | 31.3 | 33.5 | 64.9 |
| Mathematics | | | | | | | |
| 2012 | 3 | 863 | 100 | 28.1 | 32.5 | 39.4 | 71.9 |
| | 4 | 866 | 100 | 17.4 | 36.1 | 46.5 | 82.6 |
| | 5 | 898 | 100 | 22.4 | 45.5 | 32.2 | 77.6 |
| | 6 | 918 | 99.9 | 21.9 | 38.9 | 39.1 | 78.1 |
| | 7 | 894 | 99.7 | 26.2 | 41 | 32.8 | 73.8 |
| | 8 | 891 | 99.6 | 34.7 | 44.1 | 21.2 | 65.3 |
| 2013 | 3 | 887 | 100 | 32.2 | 28.3 | 39.5 | 67.8 |
| | 4 | 875 | 100 | 16.5 | 37.2 | 46.3 | 83.5 |
| | 5 | 858 | 99.9 | 22.1 | 43 | 34.8 | 77.9 |
| | 6 | 898 | 100 | 19.6 | 43.1 | 37.3 | 80.4 |
| | 7 | 907 | 99.7 | 27.5 | 39.2 | 33.3 | 72.5 |
| | 8 | 904 | 99.7 | 28.1 | 48.5 | 23.4 | 71.9 |
| Science | | | | | | | |
| 2012 | 3 | 435 | 99.8 | 43.2 | 39.7 | 17.1 | 56.8 |
| | 4 | 866 | 100 | 25.8 | 62.8 | 11.4 | 74.2 |
| | 5 | 451 | 100 | 28.3 | 50.9 | 20.8 | 71.7 |
| | 6 | 459 | 99.8 | 40 | 47.7 | 12.2 | 60 |
| | 7 | 894 | 99.7 | 27.5 | 42 | 30.5 | 72.5 |
| | 8 | 451 | 99.6 | 28.1 | 42.1 | 29.7 | 71.9 |
| 2013 | 3 | 449 | 99.6 | 35.6 | 46.5 | 17.8 | 64.4 |
| | 4 | 875 | 100 | 25.4 | 55.4 | 19.2 | 74.6 |
| | 5 | 428 | 99.8 | 30.1 | 57.5 | 12.4 | 69.9 |
| | 6 | 451 | 99.8 | 32.5 | 54.2 | 13.3 | 67.5 |
| | 7 | 907 | 99.7 | 23.4 | 48.2 | 28.3 | 76.6 |
| | 8 | 448 | 99.6 | 31.5 | 41.4 | 27.1 | 68.5 |

Abbreviations for Missing Data

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N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 428 | 99.8 | 30.8 | 40.5 | 28.7 | 69.2 |
| | 4 | 865 | 100 | 20.6 | 55.7 | 23.7 | 79.4 |
| | 5 | 447 | 99.6 | 36.1 | 39.2 | 24.7 | 63.9 |
| | 6 | 458 | 99.6 | 23.5 | 52.2 | 24.2 | 76.5 |
| | 7 | 893 | 99.7 | 35.7 | 37.3 | 27 | 64.3 |
| | 8 | 439 | 99.1 | 30.4 | 35.6 | 34 | 69.6 |
| 2013 | 3 | 439 | 99.8 | 21 | 46.3 | 32.7 | 79 |
| | 4 | 874 | 100 | 21.5 | 51.4 | 27.1 | 78.5 |
| | 5 | 432 | 99.3 | 30.8 | 41.4 | 27.7 | 69.2 |
| | 6 | 449 | 99.8 | 28.2 | 51.8 | 20 | 71.8 |
| | 7 | 907 | 99.6 | 33.3 | 33.4 | 33.3 | 66.7 |
| | 8 | 454 | 99.1 | 33.7 | 29.4 | 36.9 | 66.3 |
| Writing | | | | | | | |
| 2012 | 3 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 4 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 5 | 898 | 98.7 | 30.7 | 43.8 | 25.5 | 69.3 |
| | 6 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 7 | N/A | N/AV | I/S | I/S | I/S | I/S |
| | 8 | 895 | 98.3 | 32.7 | 36.7 | 30.6 | 67.3 |
| 2013 | 3 | 882 | 98.8 | 32.7 | 34.9 | 32.4 | 67.3 |
| | 4 | 870 | 98.4 | 26.6 | 46.1 | 27.2 | 73.4 |
| | 5 | 853 | 98.9 | 25.3 | 40.8 | 33.9 | 74.7 |
| | 6 | 898 | 98.7 | 28.4 | 44.5 | 27 | 71.6 |
| | 7 | 914 | 98.9 | 27.5 | 41.1 | 31.4 | 72.5 |
| | 8 | 902 | 99.2 | 25.8 | 46.4 | 27.8 | 74.2 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | District % Proficient or Advanced* |
|-----------------------|-------------|----------------------------------|----------|---------------|---------|--------------|------------|---------------------------------------|
| English/Language Arts | | | | | | | | |
| All Students | 2012 | 817 | 98.7 | 12.9 | 30.0 | 34.1 | 23.1 | 57.2 |
| | 2013 | 845 | 98.8 | 10.7 | 32.3 | 29.8 | 27.2 | 57.0 |

| | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All Students | 2012 | 817 | 98.5 | 19.5 | 26.6 | 27.0 | 27.0 | 53.9 |
| | 2013 | 845 | 98.6 | 16.4 | 34.5 | 24.7 | 24.4 | 49.1 |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 6.2% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.8% | 4.9% |

| | Our District | State Objective | Met State Objective |
|---|--------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.3% | 0.0% | No |
| Student attendance rate, grades K-8 | 95.4% | 94.0%* | Yes |

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data